Historical Current Event Task Outline

The First World War

MYP 3

You will be presenting current events all year long. The current event you choose will be based on the topic of the unit we are studying. During our unit on the First World War you will select a historical current event from the years 1914-1918. To do this you will need to access the Proquest Historical Newspapers database. You will find a link to this database in the navigation bar of our class wiki. After clicking the link,

* Enter the user name (**bths**) and login (**bths912**)
* Select the Topics tab
* Choose World War I from the list of topics
* Choose a subject from the list of subtopics (e.g. Technology & Warfare)
* Select an article

Once you have found an article and read it thoroughly (i.e. read it two or three times, looked up words you don’t understand, and taken some notes on its content), you will complete a graphic organizer as thoroughly as possible (i.e. with complete sentences and with developed descriptions, examples, and explanations).

The key concept for our unit on the First World War is **change**. This concept examines the forces that shape the world, past, present and future. The outbreak of war in 1914 led to dramatic changes in, among other things, the way people fought, worked, organized, communicated, dressed and ate. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

Use the graphic organizer below to structure your analysis. I have used the attached article entitled “Tanks Proved Their Worth” as an example.

|  |  |
| --- | --- |
| **Summary** | Who is your story about? What is your story about? When did it occur? Where did it occur? Why did it occur? How did it occur? |
| **Key concept:** Change | Why was the tank invented? How was it developed? What were the consequences of its development? |
| **AOI:** Human Ingenuity | How has the invention of the tank influenced warfare today? What have been the positive and negative effects of this invention |
| **ATL:** Information Literacy | How can I access historical news articles? |
| **LP:** Inquirers | How can this resource help me for other projects and other subjects? |

Current Event Assessment Rubric

Objective C1

MYP 2

Name: Date:

Criterion C: Thinking critically

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **makes a limited attempt** to analyze the current event. |
| 3-4 | The student:   * completes a **simple** analysis of the current event. |
| 5-6 | The student:   * completes a **satisfactory** analysis of the current event. |
| 7-8 | The student:   * completes a **detailed** analysis of the current event. |

**Command terms and MYP definitions**

**Analyze** Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.